



**Minutes of Full Board of Governors Meeting**

**Held on Wednesday 21 of November 2018**

**Held at St Louis Catholic Primary School Frome**

**Present**

Mrs S Brinn (Chair) - SB  
Ms S Grepillat (Vice-chair) – SG  
Ms A Sheridan (Foundation Governor) – AS  
Mr D West (Foundation Governor) -DW  
Mr R Triggs (Headteacher) - RT  
Mrs D Cromie (Deputy Headteacher) – DC  
Mrs N Gray (Parent Governor) - NG  
Mrs R Gardner (Parent Governor) – RG  
Miss E Rendell (Staff Governor) - ER

**In attendance**

Mrs C Hudson (National Leaders of Governors)  
Mrs K Strik - Clerk

**1. Opening Prayer**

SB led a prayer to open the meeting. The meeting started at 6:00pm.

**2. Welcome**

A welcome was extended to our new Staff governor Eve Rendell and to Claire Hudson who will be running a workshop on Monitoring the SDP.

**3. Apologies / absences**

None.

**4. Declaration of Interests**

None.

**5. Approval of the Minutes of 26 November 2018**

The minutes were approved and signed.

**6. Matters arising from the Minutes of 26 November 2018**

**(115)** SB to put the Health & Safety audit report on portal when it arrives **ONGOING**

**(119)** SB to talk with RT about how governor's visits will work with reviewing SDP. **This will be covered by Claire Hudson's workshop at this meeting**

**(121):** DW to do Finance training **ONGOING**

- (122)** AS to do training for Head teacher Performance Review (HTPR). **ONGOING**
- (123):** SB to talk to Father Richard about speaking at mass regarding new foundation governors. The governors may speak at the three masses and approach people when they are ready. After Christmas was decided on. **ONGOING**
- (124):** KS to amend minutes of last meeting 16 July 18 and upload to portal. **COMPLETE**
- (125):** RT to put written report of the data breach walkthrough and audit on the portal. **COMPLETE**
- (126):** KS to put data breach walkthrough report on agenda as a standing item once per term. **COMPLETE**
- (127):** KS to include Eve Rendell on distribution list for next FBG meeting. **COMPLETE**
- (128):** SB to put a new SDP folder on the portal for governors to access. **COMPLETE**
- (129):** All Governors to review the Jigsaw product and consult with parents to decide at what age, should the programme be introduced? **ONGOING**
- (130):** RT to email the governors when the completed SDP is ready. (12<sup>th</sup> October 18). **COMPLETE**
- (131):** All governors are asked to submit one question each on the Headteacher's report in advance of all future meetings. **COMPLETE**
- (132):** KS to look at the governors' information on website and supply up to date information to the website developer **COMPLETE**
- (133):** AS to talk to RT about the implications for logos, branding, consistent image and wording across all media. **COMPLETE**
- (134):** SB will arrange a separate meeting for governors to share information and make decisions regarding appointing a new headteacher. **COMPLETE**
- (135):** SB to return the admissions policy to Bill McEntee after it is amended. **COMPLETE**
- (136):** SB to confirm dates of future meetings 2018-19. **COMPLETE**

## **7. Monitoring the SDP Workshop**

Claire Hudson ran a workshop to demonstrate how governors may undertake the monitoring of the SDP.

The school vision is central to the SDP.

The core functions of the governors come into play when monitoring the SDP. The governors are responsible for ensuring that the vision is delivered through the SDP and to provide evidence for inspections.

The things that should be monitored are those identified by

- an Ofsted inspection
- a Section 48 inspection
- the School Self-Evaluation form
- The Headteacher

Governors paired off and each pair was allocated a different priority to look at and asked to consider the following questions.

- Do the actions meet the objectives?
- Are the actions measurable?
- Are there funds allocated to carry out the actions?

Claire Hudson recommended that Governors should

- Talk to all staff and pupils not just teachers.
- Attend learning walks to observe and to look at books.
- Ask "Who do I talk to?"
- Ask "What am I going to do?"
- Consider "What questions am I going to ask?"

On completion of the exercise the groups came back together and reported back on their findings. The notes taken will be collated and circulated as a separate document to supplement these minutes.

Some other tips included:

To show progress visually it may be helpful to colour code the SDP (perhaps a Red, Amber, Green RAG system). This is already in place. Governors discussed and agreed that a Blue code should be added, indicating that work was in progress

Governors need to decide when monitoring will be done for each priority (i.e. which term) and try to spread this out over the school year. The following schedule was agreed:

TERM	PRIORITY
Term 2	Leadership
Term 3	Quality of Teaching over time, Learning & Assessment Personal Development, Behaviour & Welfare
Term 4	Religious Education
Term 5	Leadership
Term 6	Outcomes for pupils

An example pre-visit preparation form was provided as part of the "Monitoring the School Development Plan" training. This will be added to the St Louis Governor Portal.

The St Louis monitoring form is available on the Portal. Governors should use this to record the notes of their visit and can ask the School Office team to type the notes up.

- Action:** SB to put the pre-visit form on the portal SB
- Action:** Governors to identify who will monitor each priority ALL
- Action:** One person from each pair will type up their notes from the exercise ALL
- Action:** SB to collate the typed notes SB

Claire Hudson left the meeting at this point 6:55pm

Governors should

Arrange visits through the office after we have a plan of visits drawn up and prepare the questions that they are going to ask in advance so that the teachers and TAs can have the evidence required available.

## 8. Statutory documents

Nothing to do.

## 9. Safeguarding

Nothing to report. No questions.

NG volunteered to take on the responsibility of Safeguarding Lead governor with SB as a shadow governor.

## 10. GDPR

The governors decided on the paragraphs to delete /alter in the model documents.

**Action:** KS to make the alterations to the Standing Orders and Code of Conduct **KS**

The current versions of these documents contain paragraphs that are specific to St Louis and may also be included e.g. communication with teachers through the office and the use of social media.

**Action:** SB to review both old and new versions and combine them. **SB**

**Action:** KS to add a final review and approval of Standing Orders and Code of Conduct to agenda for next FBG meeting. **KS**

## 11. Catholicity

The governors spent five minutes reflecting on 'Faithfulness and Integrity' and how they make this visible in their roles as governors.

Three values are at the heart of the school and integral in what we do as governors. The responsibility to keep the faith going within the school with a shared sense of purpose with the children and the community. Integrity: The governors know right from wrong and it is inherent in the work ethos and reflected in the governors' code of conduct.

## 12. Headteacher's Report

The Headteacher report included the data analysis for the Year 2017-2018 including assessments at the end of key stages. Data relevant to school was reported and analysed. Information was taken from Family Fisher Trust and the ASP – Assessing School Performance. (Governor Dashboard dials, strengths and areas to develop from FFT and everything else from ASP). Note that progress scores are calculated differently by FFT and ASP.

The headteacher responded to governors' questions prepared in advance of this meeting.

Q1. What is being done to close the gap between the achievements of boys and girls in KS1 and KS2 assessments?

Some of the cohorts are 'boy heavy' 17 boys:11 girls in Year 6+1 for example which can skew the figures. A couple of children had no prior KS1 scores and one could not access the KS2 tests but is included in data.

At the end of Year 6 the gaps between boys and girls are different for the different core subjects.

- Maths: Boys are better than girls
- Reading: Girls are better than boys, but the gap is close
- Writing: Girls are better than boys, but the gap is larger

This is not peculiar to this school but is recognised to be a national issue.

Boy's writing – Our response in the SDP is to improve the motivation for particularly precise writing. Y6 were motivated because they had a choice of what to write. This will be achieved through good planning, encouraging visitors to the school and to have new exciting experiences that they may write about e.g. riding bikes outside and a visit to Bath University.

Maths – There is an emphasis on explaining and reasoning and the boys have the confidence to do this. Girls become more confident by working with talking partners. It will be interesting to see and monitor how they progress to Y6. Children can 'play' with numbers and this results in a notable increase in confidence. The children at St Louis outperform the national figures.

Q2. Priority 3.1 How are the TA supporting Maths No problem? Is more training needed or is it now embedded?

We are using the 'Mastery' approach. There are no groupings of children according to capability, but they are spread out. This is difficult for teachers to assess then direct the TAs in a more 'traditional' way but the TAs are trained in Mastery and carry out targeted interventions. It is more fluid, and the TAs are more responsive helping children to keep up. The children gain confidence because they are not labelled as being 'not good'. They are grouped by capability in later years. The training of TAs is in the SDP and will be monitored constantly.

Q3. Priority 2.3 will the focus for outdoor learning help target the EYFS and KS1 boys to learn with gross motor skills and holistic learning as KS1 cohort showing Maths Boys at expected 60% Nat 75%, writing 55% Nat 63 % Reading 66% Nat 71%. The gross motor skills are practised outside and the fine motor skills inside. There is still however time for play-based learning. The aim in the SDP is to enhance this further using 'risky' play.

Q4. Partnerships: does the school provide parent workshops as previously to help their children learn e.g. Singapore maths, phonics, etc?

There will be a parent's workshop in Phonics for Reception Year when they move from phonics to words to books. After the Maths parents evening, teachers were asked to report on feedback from parents e.g. on which subjects they would like to see covered. We need to be clearer about what the workshop sessions will cover and manage parents expectations. We will be taking notice of the responses and hope to increase the parents' confidence so that they may assist their children. There will be a Maths Calculation and Methods workshop. Parents and governors are welcome to attend. The Maths Calculation and Methods Policy is underway and will be put on the website.

Q5. Could you let us know what is planned for the inset days and their impact on the School Development Plan (SDP)?

The next inset day will concentrate on developing key elements of the SDP - (CPD) In English – a full moderation of writing, in Maths – discussion of Mastery and consistency across the school, in RE – some feedback from the Diocesan monitoring visit and further actions.

Q6. The school looks to be improving/sustaining attainment at key stage 2 in reading and maths according to the average scale score and is above the local authority and national average. This is good to hear. Does writing now have a greater focus for this cohort therefore? And if so, how can the principles that have been applied to boost attainment in reading and maths be applied to also achieve attainment in writing above average?

These points were already addressed in a previous answer.

Q7. A second question, or maybe an observation is when I consider how the school is performing alongside the school development plan which was updated around 3 weeks ago. Looking at section 2.2 for example there is no lead assigned or target date. When reading the report, it is not always easy to ascertain therefore where we are with progress against this objective. I do appreciate it is early in the school year, with some of these objectives yet to progress, but going forward it would be helpful to know who is responsible and the expected timeframe for all the elements. Also, on your report, some of the objectives are RAG rated as green but others blank within the 'on target?' column. Should these all be rated to give a reflection of progress to date?

These points were addressed in the workshop with Claire Hudson (see agenda item 7 above).

Q8. Year 1 Phonics:

Excellent results. Congratulations.

Year 2 Phonics. Are the 4 children who did not reach the expected standard included in the cohort of 6 children receiving SEN support? Was this predicted?

Where a child does not pass the Phonics test in Y1 they are retested in Y2. In the re-takes most that did not have special needs did well. This was the expected result. There is a cohort that will always be an issue as they progress up the school. The school is continuing whole class phonics into Y3 to support this cohort and has provided additional phonics training for the teacher.

Q9. Attainment in KS1: What additional strategies are planned or could be put in place to support boys reading and writing?

This was covered in Q1 above.

Q10. KS2 assessment: Could a change in the preparation of children for the SATs have an impact of performance in any of the subject areas or the level achieved?

Does the school have any plans to change its approach to preparation for KS2 SATs in 2018/19?

Example SAT questions are used to help the children prepare for the SATs, but we try not to overdo it. Preparation has started earlier to help the children to concentrate for longer, but very cohort is different. Some questions are given to children to work on at home as parents like to see what the children are doing.

Q11. What plans does the school have to raise attainment in writing?

This was answered in a previous discussion on Q1.

Q12. When will Pupil Premium spending & outcome information be available?

RT is working with the office manager on this. We don't hit the 'floor' statistics and 'coasting' levels although the bar is very high, especially for the coasting definition. A change of just one or two marks in a test can be very significant change in the statistics. One test paper was sent for review but a change in score refused..

NG left the meeting at this point 8:05pm

RT indicated to governors that the average points scores at KS2 is higher than the national average indicating that our children are more securely within the @ expectation band.

## **13. Committee Reports**

### **13.1 Resources Committee**

David West chair of the Resources Committee gave a summary of the meeting held on 17 October 2018, the minutes of which are attached.

These notes are in addition to those minutes.

A new folder for the notes, records and minutes for the resources committee is now on the portal.

There are no actions for the Full Board of Governors coming from this meeting.

### **13.2 Pay Committee**

David West chair of the Pay Committee gave a summary of the meeting held on 9 November 2018, the minutes of which are attached.

Notes in addition to those minutes.

The Pay Committee recommended that a member of staff who had been given a temporary TLR allowance for the previous 2 years should have this allowance made permanent. The decision to approve this has been carried forward to the next FBG meeting in January.

The Pay Committee set out three options for increase the pay of staff.

The governors approved the second option i.e. to increase those on the main pay range by 3.5%, the upper range by 2.5% and the leadership range by 1.5%.

The Pay Committee decided to hold a meeting late July to enable the current headteacher to complete a staff end of year appraisal/pay review before leaving.

**Action:** DW to inform the governors of the date of the Pay committee meeting in July DW

## **14. Policies Review**

The review of the Admissions policy for 2019-20 is carried forward to the next meeting in January 2019.

## **15. Governors Visits**

SB met with Tania Henry the RE co-ordinator on 15 October to discuss the content of the Clifton Diocese RE Link Governor meeting and how to monitor RE effectively. A full report of that visit is attached to these minutes. There were no questions or comments on this.

There is a pre-visit template form to complete for governor visits.

**Action:** SB to put the pre-visit template form for governors' visits on the portal. SB

## **16. Governor Training**

### **16.1 Training completed**

NG and RG completed the Induction Training for New Governors.

SB attended the Area Chairs briefing.

## 16.2 Training planned

ER to attend Induction Training for New Governors in March 2019.

DW to confirm Finance training.

SB and SG to attend the Diocesan Governors' Briefing on 22 November

## 17. Updates

### 17.1 Area Chairs Briefing

St Louis is not eligible for a £16000 grant for 'coasting'.

**Reducing the workload of the staff:** There is a toolkit to help schools assess workloads and take action. Governors need to be aware of this especially when looking at performance management and appraisals. Governors can help too e.g. preparing visit questions in advance to enable staff to organise the evidence.

**Financial Efficiency:** SB to talk to Julie about efficiency tools.

**Website information:** There is an updated list of what should be on the website.

**PE sport premium** is to be allocated

**DBS Level of checking for governors** is appropriate but a new higher level of checking is required for volunteers taking part on school trips. From Sept 18 all new governors must have the same checks made as for teaching staff. It will not be necessary to retrospectively check existing governors.

**Designated Safeguarding Leads:** It is recommended that the Safeguarding governors attend the training.

**Complaints Procedures:** It is vital that schools and governors follow the policies and procedures correctly as many complaints decisions are over-turned on appeal.

**Key information for governors:** The on-line resource for advice, information and model policies is likely to be included as part of the Local Authority package of support at a considerable reduction. Figures are yet to be shared.

**SEND Inclusion Audit** There is a toolkit to help the SENDCo do the audit.

### 17.2 Clerk's Briefing

Nothing to report.

## 18. Dates & Times of Next Meetings

A Recruitment Meeting to review the documentation required for the recruitment of a new headteacher – (non-staff governors).will be on **Monday 26 November at 6:30pm.**

ER to provide feedback from children on what they would like a new headteacher to be like.

SB to write the welcome letter.

The job description is standard and does not require to be altered.

The personal specification has had input from several governors and needs to be reviewed.

SB to talk to David Theobald about finalising the purchase of and accessing the support available from the Local Authority to support Governors in the recruitment process.

The advert is ready to go to the LA who will place it in the Times Educational Supplement (TES) and the Catholic Gazette as part of the Recruitment support package.

The Frome Learning Partnership can provide an HT to act in an advisory capacity at interview.

The LA and the diocese will provide representatives for the 2-day interview.

Governors need to look at their availability for short-listing /interviews /decision-making meetings.

The next Full Board of governors meeting is 23 January 2019 at 6:00pm.

### **19. Closing Prayer**

SB closed the meeting with a prayer.

The meeting closed at 8:40pm.